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ABSTRACT

A practical approach is offered to incorporating desired instructional components into teaching styles of college faculty, in ways that increase their overall effectiveness. The first part of the book places the improvement process in a context, focusing on the impediments to improving college teaching, techniques for encouraging faculty involvement in improvement efforts, and a five-step improvement process. The second part explores activities that can be used in the improvement process and considers the role of instructional evaluation, activities designed to acquire information about the teaching process, the role of colleagues in mutual improvement activities, and the role of the institution's academic leaders. The final section presents an overview of institutional options, including improvement efforts centered on individuals, on committees, and on programs. Strengths and weaknesses associated with each option are identified. Eleven programs are profiled to show how general options can be made to fit the culture of the institution and its faculty. (JDD)

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